

An abstract background featuring bold, expressive brushstrokes in shades of orange, yellow, and blue. The colors are layered and blended, creating a sense of movement and depth. The text 'day 1' is centered in the lower half of the image.

day 1

block 1

course introduction

TIME: 1-3 hours

OUTCOMES:

Students should be able to complete the following:

- Describe the basic purpose of a new post-academy training course for police trainees.
- Describe the format and schedule for the 40-hour PTO course of instruction for trainers.
- Explain adult learning techniques as they will be used in this PTO course. These include the journal writing process, problem-based learning, cooperative learning, scenario-based exercises, role-playing, and lectures.
- Describe some of the basic differences between this PTO program and more traditional field training officer programs, such as the San Jose model.

RESOURCE MATERIALS:

- PowerPoint presentation
- Flip chart
- Flip chart diagram of “Training Program Structure”
- Flip chart diagram of “Course Outline”

HANDOUTS:

- Course overview/outcomes
- Chapter 3 from *Emotional Intelligence* (Goleman, 1995)

LEARNING METHODS:

- Lecture
- Brainstorming exercise

EVALUATION:

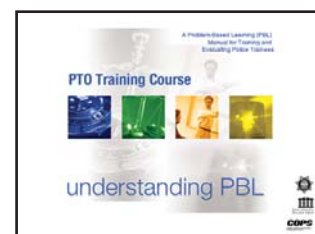
- Self/journal

COURSE MATERIAL:

Course Introduction

Distribute the handouts before introductions.

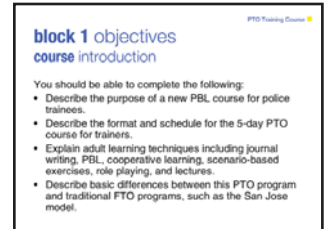
Facilitators introduce themselves and ask for a brief introduction from course students.



Course facilitators direct students' attention to the PTO manual and refer to the "**Program Structure Diagram.**" This diagram describes the timeline for the entire 15-week program and will provide an initial overview of the program.

The facilitators should also display a large flip chart that is placed on the wall in front of the class with the Course Structure for the next five days and all the blocks of training. Facilitators should briefly describe the course objectives and review each of the 15 training blocks. This is described as a "roadmap" for this class. Facilitators tell the class that the blocks of training can be reordered based on the particular needs of the class. The blocks can also be expanded or reduced in length, as needed.

Facilitators should also describe the role of **journal writing** in this course, and throughout the PTO program.



1. Journal writing is done each day to record the trainee's learning, things the trainee needs to know, and any other learning issues that arise.
2. The trainee's journal is legally discoverable in some jurisdictions; therefore it should be kept professional and straightforward. However, it is fundamentally a person's personal record of his or her own learning. It is a critically important part of the learning process and should not be considered an "extra."
3. The trainee's journal is NOT read by the trainer, and vice versa. However, the trainer can ask if the trainee is keeping up with entries and whether there are outstanding learning issues with which the trainee wishes to deal.

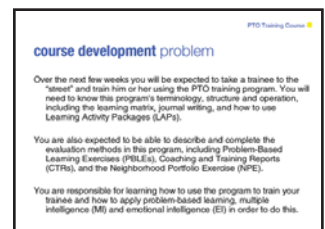
Main points:

- *Purpose of journal writing is not to replace Daily Observation Report (DORs), but to jog memory and record perceptions related to "learning"*
- *NOT A CHECKLIST*
- *Focus on emotional intelligence and conflict resolution*
- *Include areas of positive and negative trainee performance*

Introduction of Course Development Problem

Students then receive a copy of the Course Development Problem.

Facilitators advise them to read the problem. This problem is also on a large flip chart and is placed in front of the class.



“Over the next few weeks you will be expected to take a trainee to the ‘street’ and train him or her in the PTO training program. You will need to know this program’s terminology, structure and operation, including the learning matrix, journal writing, and how to use Learning Activity Packages (LAPs). You are also expected to be able to describe and complete the evaluation methods in this program including Problem-Based Learning Exercises (PBLEs), Coaching and Training Reports (CTRs), and the Neighborhood Portfolio Exercise (NPE). You are responsible for learning how to use the program to train your trainee and how to apply problem-based learning, multiple intelligence and emotional intelligence in order to do this.”

Facilitators describe how this problem relates to the course.

Facilitators then describe this PBL course and provide the following:

- *Overall outcomes of the PTO program*
- *Diagram of the training program structure (display on flip chart)*
- *Diagram of PTO course (display on flip chart)*

Introduction of “Ideas” Portion of the PBL Process

Facilitators ask students to take a few minutes to write down “ideas” about how they will resolve the Course Development Problem in their individual journals. Each student will use his or her journal to continually refer back to the problem. By the end of the course, they will have created a specific plan to deliver the PTO manual and facilitate the learning of their trainees. They will also record questions about what they think will happen in the program. Facilitators should emphasize that it does not matter if they “get it right.” They are simply being asked to list their ideas.

Lecture

- *Explanation of learning styles offered in this course*

PBL Course Format

Facilitators describe the format for the course of study. At this point, trainers list each block of training in detail on a chart in front of the class and place the flip chart sheets on the wall. Each day of the course the facilitators highlight where the last block of instruction ended and refer class students to the outcomes—those covered and those yet to be covered.

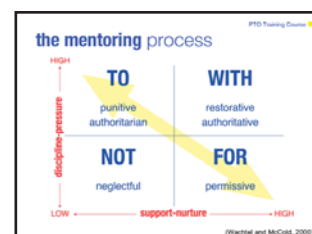
Facilitators read aloud the “recruit parking lot problem.” Facilitators ask the class to record the problem in their journals and brainstorm ideas about what they would do with their recruit. Facts are listed on a board.

- *The Recruit Parking Lot Problem:*

You are on patrol and receive a radio call regarding ongoing theft and vandalism issues in a parking lot. Your recruit responds to the symptoms of the issue but is not dealing with the root causes of the problem. Your recruit is an excellent incident responder, but shows no interest or initiative in becoming a problem solver. Your recruit is satisfied taking reports and does not think anything else should be done.

Facilitators highlight the difficulty PTOs will experience when presenting problem-oriented policing to their trainees. This leads to a discussion about

- reasons for changing to the new PTO model;
- the differences between going through a process **with** the trainee, as opposed to training **to or for** the trainee;
- differences with the San Jose model; and
- reasons for changing the traditional FTO model.



Points to prompt discussion:

Q: Can I do PBL in other field-training models?

A: No. Other training models are evaluation-based. Their strength lies in the evaluative process. The PTO model is a training-based, adult learning model. It is rooted in the needs of the learner.

In evaluation-based models the training officer does not need to engage the learner to the same extent that is required in PBL.

Non-collaborative trainers are less likely to remain as training officers in the PTO model because the model calls for trainer/trainee cooperation.

Facilitators ask students to turn to the comparison chart of the San Jose model at the back of the PTO manual.

* *Comparison chart of the San Jose and PTO models*

block 2

what is PBL?

TIME: 2 hours

OUTCOMES:

Students should be able to complete the following:

- Describe the concept of problem-based learning, its history and its major components, such as the learning process.
 - Explain how problem-based learning applies to post-academy police training.
 - Describe new education research as it applies to PBL, including concepts like transference of learning and emotional intelligence.
 - Describe problem-based learning as a teaching method.
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RESOURCE MATERIALS:

- PowerPoint presentation
 - Video clip: As a supplemental teaching tool, instructors may consider using a video clip that illustrates a teacher using different styles of teaching (e.g., communicating through music or pictures, or having the students engage in a physical activity) to help different types of learners.
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HANDOUT:

- LAP on problem-based learning
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LEARNING METHODS:

- Reading
 - Classroom discussion
 - Socratic lecture
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EVALUATION:

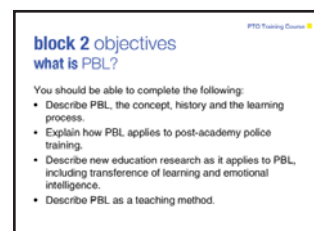
- Self/journal
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COURSE MATERIAL:

LAP Reading Exercise

Facilitators assign a LAP about PBL to the students so that they can answer their trainee's questions. They are asked to read the material and take notes.

At the conclusion of the LAP reading exercise, facilitators ask class members to highlight three points within the LAP that they feel are significant for use in training. They then discuss these points with a partner.



Lecture on PBL

Facilitators then deliver a PowerPoint lecture about PBL.

- Dewey
- Answer to Dewey
- What is PBL?

How Does PBL Work?

- The learning takes place in the context of a problem: e.g., How do I stop a car?
- The problem has real-world significance
- Trainees speculate, formulate and deliberate during initial stage (“ideas” step)
- Trainees discuss what they know (“facts” step) and what they need to know (“learning issues” step)
- Training officer facilitates and coaches
- Trainees collaborate to set action plan in place. Trainer requires a performance outcome (“action plan” step)
- Selecting the problem is a key step

Key Findings:

- Learners arrive with preconceptions of the world. If their initial understandings are not engaged, they will not learn the new material, or they may learn it just for the purposes of the test (Bransford et al., 2000).
- To develop competence, learners must
 - have a deep foundation of factual knowledge;
 - understand facts and ideas in a conceptual framework; and
 - organize the knowledge for easy retrieval and application.

Transference of Learning

- People must achieve a threshold of initial learning before transference can occur
- “Time on task” isn’t as important as quality of practice while on task
- Learning with understanding is more likely to promote transference of new skills than memorization
- Knowledge must be taught in a variety of contexts


PFD Training Course

Dewey: 1959

“From the standpoint of the [learner], the great waste ... comes from his inability to utilise the experience he gets outside....while on the other hand, he is unable to apply in daily life what he is learning....That is the isolation of the [learning]...its isolation from life.”

PFD Training Course


use problem-based learning



PFD Training Course

Q: what is PBL?

A: PBL—a curriculum development and instructional approach to encourage meaningful, student-focused learning.



PFD Training Course


Q: how does PBL work?

A: It places students in the active role of problem solvers confronted with an ill-structured problem that mirrors *real-life* problems.

PFD Training Course

key findings

Learners arrive with preconceptions of the world. If initial understandings are not engaged, they will not learn the new material, or they may learn it just for the purposes of the test.



Bransford et al., 2000

PFD Training Course

transference of learning

Conclusions

- People must achieve a threshold of initial learning before transference can occur.
- Learning with understanding is more likely to promote transference of new skills than memorization.

- All learning involves transference from previous experience
- Occasionally transference is impeded by previous knowledge
- Family/Friends/Mentors are especially good at helping with transference and community connection-formal facilitators less so because of fewer shared life experiences

Facilitators continue lecture.

- PBL in Relation to Other Methods
- Knowles' Principles of Adult Learning
- Problem-Based Learning

Problem-based learning bullets

- History of PBL
- PBL Technique:
 - Ideas
 - Known facts
 - Learning areas
 - Action plans
 - Problem and process evaluation

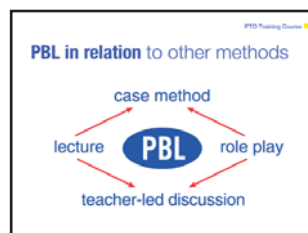
Facilitators continue lecture.

- Accounting for Various Types of Intelligences in Police Training
- Emotional Intelligence
- EI in Policing
- Other Strategies to Support PBL

Video Clip

As a supplemental teaching tool, instructors may consider using a video clip. Find a clip that illustrates a teacher or a coach using different styles of teaching to help different types of learners. For example, a coach or teacher communicating through music or pictures, or a teacher engaging his or her students in a physical activity.

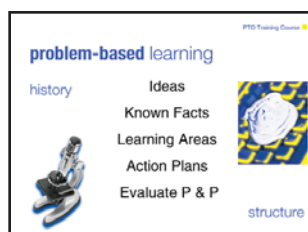
Day 1 Lunch Break



Knowles' principles of adult learning

1. Adults must be partners in their own educational plans and evaluations.
2. Adults learn experientially based on positive and negative experiences.
3. The material must be relevant.
4. Problem-based learning is more effective than content-based learning.

(Knowles, 1984)



problem-based learning

- The learning takes place in the context of a problem: domestics, traffic, school safety, etc.
- The problem has real-world significance
- Learners speculate, formulate and deliberate during initial stage (ideas)

problem-based learning

- Learners discuss what they know and what they need to know
- Setting the problem is the key to successful PBL
- Teacher facilitates and coaches
- Learners collaborate to set action plan in place. Performance outcome!

accounting for various types of intelligences in police training

- Verbal—Linguistic learners
- Logical—Mathematical learners
- Visual—Spatial learners
- Body—Kinesthetic learners
- Musical—Rhythmic learners
- Interpersonal learners
- Intrapersonal learners

(Armstrong, 1994)

EI in policing

- Whose needs come first?
- What are your policing strengths? Weaknesses? Habits?
- Trainers: Remind yourself that you teach policing the way you learned policing! Others may learn differently.
- How willing are you to "let go" of the learning process?

other strategies to support PBL

1. Cooperative Learning
2. Socratic Lecturing
3. Individual/Partner Exercises
4. Group Learning
5. Scenario-Based Learning
6. Case Studies
7. "Cooler" Learning

block 3

introduction to the PBL training program and the manual

TIME: 2 hours

OUTCOMES:

Students should be able to complete the following:

- Describe the Learning Matrix that is used in the PTO model and the main components of this matrix such as Core Competencies and Substantive Topics
 - Explain the main teaching and evaluation methods used within the PTO model, including the Problem-Based Learning Exercises (PBLEs), the Neighborhood Portfolio Exercise (NPE), and Learning Activity Packages (LAPs)
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RESOURCE MATERIAL:

- PTO manual
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LEARNING METHOD:

- Cooperative learning exercise
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EVALUATION:

- Self/journal
-

COURSE MATERIAL:

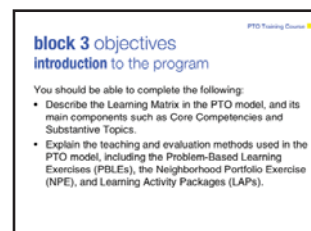
Introduction to the PTO Program and Training Manual

This cooperative learning exercise covers five topics within the PTO program. Each expert group member will teach his or her assigned topic to the colleagues in his or her home group. The cooperative learning exercise is conducted in the following fashion:

First, the class is subdivided into equal-number groups. These are designated the “home groups.” Members of the groups introduce themselves.

Next, the home group members number themselves from one (1) to five (5) (assuming, for this example, that there are five topics to be covered) so that each of them joins with similar-numbered people from other home groups. For example, all the number ones, twos, threes, fours, and fives would meet. These new groups are called “expert groups.”

The expert groups receive resource material on a particular topic, or in this case they turn to the segments of the PTO manual that pertain to their assigned topic. They must read, discuss, write and teach. In other words,



first they read the pertinent material. Then they discuss the most relevant points and write those points down.

Finally the expert group members return to their original home groups and each individually teach their topic and share material from their expert group with their home group colleagues.

Steps:

1. Set up class into home groups of five.
2. Students number themselves one to five.
3. Class separates into expert groups in the following order;
 #1 = Problem-Based Learning Exercises, #2 = Core Competencies,
 #3 = Learning Activity Packages, #4 = Neighborhood Portfolio
 Exercise, #5 = Substantive Topics.
4. Each expert group reviews its area of the PTO manual.
5. Each expert group should consider the following issues:
 - Where are all references to this topic found in the manual?
 - What is the function of the topic within the program?
 - When does that topic occur during the program?
 - How might the PBL technique (Ideas, Known Facts, Learning Issues, Action Plan and Evaluation) be taught during that topic?
6. Each member of the expert group prepares an agreed-upon set of answers to the above questions and prepares to teach his or her own home group using whatever learning method he or she chooses.
7. The expert group members then return to their home groups and provide a summary of their topic and discussions.

Facilitated plenary discussion

IMPORTANT: When the home groups are finished, the course facilitators conduct a brief plenary discussion to summarize and clarify any points still outstanding. Facilitators outline that these are the technical mechanics of the PTO program; however, the method by which it works is the PBL technique and having trainees partner with community resources/groups to solve the PBLEs.

block 4

introduction of the PBLE

TIME: 1½ Hours

OUTCOMES:

Students should be able to complete the following:

- Describe the various PBLEs used in the PTO model
 - Apply the PBLE as a learning method for trainees during post-academy training
-

RESOURCE MATERIALS:

- PTO manual
 - Video clip: As a supplemental teaching tool, instructors may consider using a video clip that illustrates a leader rectifying a confusing situation by encouraging a team or class to focus on the specific problem at hand—therefore working through a problem by remedying its root cause.
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LEARNING METHOD:

- PBL group exercise
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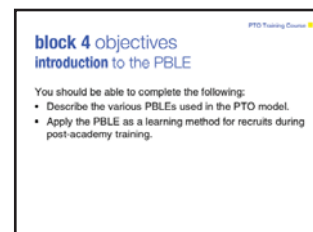
EVALUATION:

- Self/journal
 - Group evaluation
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COURSE MATERIAL:

Video Clip

As a supplemental teaching tool, instructors may consider using a video clip. Find a clip that illustrates a leader rectifying a confusing or chaotic situation by encouraging a team or class to focus on the specific problem at hand and its root causes. Emphasize working through the problem. This is the strength of problem-based learning.



PBLE Group Exercise

Facilitator divides the class into groups of five or fewer students. Each group receives a problem-based learning exercise from the PTO manual and moves through the steps listed below. These steps follow the same PBL format they will use with their trainees. The problem assigned must be addressed from the perspectives of both the trainer and the trainee.

1. Discuss and record what makes this problem an ill-structured problem.
2. Discuss and record ideas that the trainee may offer to solve the problem ("ideas").

3. Discuss and record what known facts the trainee should note from the problem (“facts”).
4. Discuss and record, as comprehensively as possible, the learning issues the recruit should identify (“learning issues”).
5. Discuss and record possible action plans the trainee may offer to solve the problem (“action plan”).

Each group presents their findings to the whole class.

Facilitators should then explain the role of evaluation and introduce the Day 2 topic.

Day End Review

Facilitators introduce “known facts” portion of the PBL process.

Facilitators ask the class to take 15 minutes to individually record in their journals all the “facts” they learned from the day’s lessons, as well as whatever previous knowledge they brought. Facilitators describe that the “known facts” relate directly, or indirectly, to the Course Development Problem.

Facilitators explain that the class members must provide detailed descriptions about what they know, rather than simple “bullets.” The reason for the detailed description lies in the fact that if they cannot write (say) it, they cannot teach it. The facilitators must emphasize this point.

End of Day 1